

Community Connections: Baseline Literacy and Math Skills Evaluations for Person-centered Programming

By

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ABSTRACT. The purpose of the study was to evaluate and collect data on basic skills for independence of individuals with disabilities in the Community Connections program. The evaluations covered alphabet and phonetic recognition, sight word recognition and fluency, literacy, and basic math skills of money and time telling. The evaluations were designed by the researcher and staff at the organization and were implemented over the span of two weeks in the fall of 2019. We assessed 45 out of 54 clients, varying in age, gender, and disability. The data from the evaluations was then input into excel, using ID numbers for confidentiality of the clients, for analysis. After collecting the data, the researcher used basic statistical analysis of averages and quartiles to understand the range of ability for each of the assessments. Using these averages and quartiles, the researcher separated the clients into categories based on skill level. The findings of this study demonstrate that there is a wide spectrum of ability amongst the clients in the Community Connections program. There are some clients who easily completed all portions of the assessment correctly, some who were unable to answer any of the assessment, and clients with levels in between.

Based on the findings from the study, the researcher recommends the introduction of a beginning literacy program in order to improve upon the skills of the clients. Full recommendations, including potential future curriculum, grant funding, and evaluations, are made in the following report as suggestions to further expand the development of skills for community integration and independence.

INTRODUCTION

Community Connections is a non-profit organization in Northern California that provides resources for adults with disabilities ranging from physical to developmental. The vocational program within the non-profit focuses on educating, training and assisting clients in developing skills for independence in both everyday life and employment. Community Connections develops person-centered programming plans for each individual client to help them work towards a community employment placement.

In the vocational program, there are many classes and activities that teach clients skills such as volunteering, interpersonal social skills, and fine-motor skills. There is a lack of

curriculum involving reading, writing, and basic math skills. In order to develop classes at varying levels according to client's ability, the organization is requesting a baseline instrument to be administered to current and new clients. The purpose of this applied project is to run literacy and basic math skills assessments with current clients. This baseline will help evaluate their current curriculum and design future person-centered curriculum in order to better serve their clients. The report will also include a protocol that staff can use to implement the assessment for new clients in the future.

LITERATURE REVIEW

The Americans with Disabilities Act of 1990 (ADA) is a landmark piece of civil rights legislation that promotes access and opportunity for millions of Americans with disabilities. The ADA (1990) defines disability as "a physical or mental impairment that substantially limits one or more major life activities" (Section 12102). The ADA provides protection and pushes for the participation and inclusion of individuals with disabilities in various spheres, including the workforce. Though legislation that encourages the integration of people with disabilities exists, it is not enough to combat the low employment rates of this population. Further, the ADA has been integrated into school systems which has helped increase the number of adults with skills and certifications. However, workplaces have been less regulated, contributing to the low employment rate.

Various non-profit organizations, governmental agencies and centers for independence are working to create person-centered programming that helps provide individuals with disabilities resources, post-secondary education, and vocational training to help them succeed in a competitive labor market. As current employment policy shifts towards self-sufficiency and community-based integration, further steps need to be taken to ensure the protection and inclusion of this traditionally marginalized population in the workforce. In order to understand this phenomenon, this literature review will explore the progression from the current state of employment resources for individuals with disabilities, the impact of literacy and math skills for independence, and finally suggestions for building skills for independent employment.

Current State of Employment Resources for Individuals with Disabilities

In the decades since the ADA was introduced, the emphasis on programming, resources and services for individuals with disabilities has increasingly focused on person-centered programming. In a literature review on interagency collaboration, Oertle and Trach (2007:36) explain that, "The Carl Perkins Vocational and Technical Education Act of 1998, Individuals with Disabilities Education Act of 1997, and the Rehabilitation Act of 1973 changed the focus of transition planning from something that might happen to something that must happen." This philosophy creates goals, programming, education, and employment opportunities personalized to the individual. Unfortunately, this person-centered programming has not yet reached the policy level and has led to some disparity between the individual's needs and government

resources. Transitioning from high school to the workforce is where the greatest drop off in services occurs for individuals with disabilities. This period can result in significant transition difficulties which, “are manifested in limited education opportunities, low earnings, and lack of independent living.... In fact, two years post-high school completion; only 49% of youth with disabilities were employed...those youth with disabilities who are employed were likely to work fewer than 30 hours/week, with no or few benefits, and are in entry level jobs” (Oertle et al. 2007: 37). These transitional difficulties are only exasperated as individuals get older, as the motivation to find employment wears off and the employability of the aging individual decreases.

In a survey of 60 individuals ranging from disability advocates to policy makers, researcher Bertoni (2010) with the Government Accountability Office, found that three levels of action should be taken to improve employment rates among individuals with disabilities. On the individual level, the report recommended improving incentives for individuals while strengthening necessary services and supports (Bertoni 2010). Many respondents reported the desire to work, but did not follow through with seeking employment due to concern of losing supplementary income and benefits essential to their living wages. As individuals receive higher working wages, the less likely they are to qualify for programs imperative to their independence, such as Medicare and social security wages. Additionally, individuals called for a more coordinated system of programs and benefits to remove structural barriers that jeopardize the services and supports they depend on. Suggestions included programs such as a maximum wage to remain under qualification for subsidized medical insurance (Bertoni 2010).

As individuals with disabilities need to compete with abled individuals in the labor market, the report suggested improving incentives for employers to hire individuals with disabilities by either requiring employers to directly finance extended disability benefits for their employees or by adjusting employers’ payroll taxes based on their success at keeping employees in the workforce. Finally, the report suggested that the federal government should provide a better example to other employers by serving as a model agency and increasing the number of individuals with disabilities they employ. The increased visibility in government office would encourage other businesses to follow suit (Bertoni 2010).

In addition to the barriers stated in the report by Bertoni (2010), individuals with disabilities face a significant disadvantage in terms of preparedness for employment due to lack of educational opportunities, social skills, and vocational training that their abled counterparts receive more of. In a literature review of transitional practices from youth to employment, researchers Engelbrecht, Shar and van Niekerk report, Youth with disabilities are often unemployed, underemployed or earn significantly less than their non-disabled counterpart...[Additionally,] Youth with disabilities outlook for entering into employment is further limited by a basic lack of work and employment preparation...Access to early, primary and secondary education and vocational training that are available to other children are routinely refused to children with disabilities. (Engelbrecht et al. 2017:4)

Due to the significant difference in resources delegated to abled versus people with disabilities, the latter are much less prepared in terms of educational and vocational

skills needed for the competitive labor force. This, in combination with discriminatory hiring practices and relegation to minimum wage jobs with little to no benefits, leaves individuals with disabilities at a significant disadvantage in terms of employment.

Impact of Literacy and Math Skills on Independence

Various skills make an individual employable, including literacy and social skills. Some skills are more important than others. Garrels (2019: 198) writes, “However, literacy is considered essential for functioning in modern society, and knowing how to read and write are important skills that facilitate inclusion in the social mainstream”. Literacy allows an individual to independently seek out, consume and comprehend information, making them less dependent on others. This is both a skill useful for employment and necessary for independence. Individuals with disabilities have varied literacy and math skills due to educational background, developmental, intellectual, and learning disabilities, and motivation. It is imperative that individuals with disabilities improve their skills in literacy and basic math, as these hold the key towards self-sufficiency, advocacy, and independence.

In an evaluation of a multi-site transition to adulthood program, researchers identified that focusing on community-based, vocational, and self-sufficiency skills greatly benefitted the individuals who participated, and increased their success in obtaining employment (Brewer et al. 2011). Additionally, the study extensively discussed the benefits employment brings to an individual. Brewer and colleagues (2011: 3) write, “The benefits associated with employment contribute substantially to an overall quality of life, leading to increased independence, self-determination, and political strength. Thus, increasing employment outcomes for youth with disabilities is key to their successful transition to adulthood, building upon their social capital for effective community functioning”. The potential benefits that employment brings are not only economic, but social, mental, and physical. To continue to deny individuals with disabilities these benefits is to keep the marginalized on the borders of society.

Building Skills for Independent Employment

There are several methods for increasing literacy skills and providing resources for individuals to help improve skills for independence. In an individual study of a high schooler with an intellectual disability, Fraher and colleagues (2019) tested the efficacy of direct instruction flashcards to improve the recognition of sight words. Sight words are vocabulary words that help teach patterns of words, reading fluency, and basic language recognition. When an individual is familiar with sight words, it increases their ability to read fluently. The research team used a series of baseline tests and interventions to introduce and improve the student’s familiarity of sight words. By the end of the study, the student had significantly improved their recognition and retention of sight words (Fraher et al. 2019). A model similar to this may be useful to implement in a basic literacy class.

In a study of student-directed learning of literacy skills, Garrels (2019) identified a model that aligns with the goal of person-centered programming. The study followed five adolescents with differing intellectual disabilities in their goal setting, tracking, and improvement of literacy skills. The model developed from this study is a variation of person-centered planning and may prove useful in developing curriculum. The model suggests a three-part self-determined model of instruction: 1) the individual should identify a personally relevant goal; 2) with a facilitator the individual should develop an action plan that may lead to goal attainment; and 3) the individual and facilitator should self-monitor and evaluate progress towards goal attainment (Garrels 2019). Through this model the individual can self-identify goals, keep themselves accountable, and build confidence in their skills as they work with a facilitator to improve their skills for independence.

Amongst all the sources reviewed for this overview, two themes consistently reappeared in the limitations and suggestions for new research. The first is that there are several methods for assessing literacy ability, word recognition and fluency, and phonetic fluency, yet there is a significant lack of assessment of basic math skills (Garrels 2019). A potential explanation for this literature gap is due to the lack of uniformity in special education curriculum compared to mainstream education standards. Since math is seen as a skill not necessary to communication, which is frequently the focus of special education curriculum, it is not taught, nor evaluated in most special education classrooms.

The present study will address a gap in the literature by piloting a basic math skills portion which will test skills relevant to independence including money recognition and value abilities, time-space recognition, and number line fluency. Second, there is significant literature suggesting various ways to assess and improve literacy tests, for example the direct instruction flashcards. The significant limitation of these studies is that they collect baseline information and collect data for a short period of time, while neglecting to study the long-term effects of these programs. While the actual length of this study covers the short-term results, it sets up a procedure for the long-term collection, implementation, and documentation of the incorporation of literacy and math curriculum.

METHODS AND ANALYSIS

Method

The method used was structured assessment. The assessment was developed June-July 2019, by this researcher and one other staff member at Community Connections. The assessment consists of four separate sections. For a copy of the full assessment form, refer to Appendix A. The first section evaluates a client's skill of recognition of both uppercase and lowercase letters, and their ability to identify letters based on their phonetic sound. The second section evaluates the client's ability to recognize sight words, several lists of words educators consider the building blocks of

literacy, and word fluency matching pictures with definitions. The third section evaluates the client's literacy using three short passages of varying difficulty. The final section evaluates the client's ability for basic math skills for independence, testing their recognition of values of money, and the ability to tell time.

Clients of the Community Connections Program were given the instrument by a staff member or the researcher over the span of two weeks. The specific instructions on how to implement the assessment are included in Appendix B. All staff members were trained on how to administer the assessment. Assessors were given leeway to adapt the instrument as necessary given the needs of each person being assessed. The evaluations were given by myself, and four management staff, consisting of the case manager, two program coordinators and the program manager.

Sample

The sample was made up of 45 out of the 54 clients in the Community Connections program. The sample was formed using a mostly convenience method, evaluating clients who were present in the building during designated data collection times.

The assessors predetermined the goal of completing 45 assessments. As clients are at placements in the community for the bulk of the workday we were limited to the times we could collect data, between 7:30 A.M and 9:00 A.M before they left for the day, and between 1:45 to 3:00 when they returned and prepared to be picked up. We collected data every day for ten days in the middle of October 2019. While there was no intentional stratification or purposeful sampling, a wide spectrum of disabilities were represented in the final sample, ranging from physical such as Cerebral Palsy, developmental such as Autism, and intellectual such as Down Syndrome. This wide range of abilities within the population required the assessment to be fully adaptable for testing of clients with speech difficulties, visual impairment, and cognition difficulties. Therefore, some portions of the assessment were not applicable to certain clients based on their abilities, and were either adapted or skipped. Due to privacy, protections, and relative irrelevance to the study, the demographics of the participants were not collected. The organization provided the information that the participants range in age from 21 to 78 years old.

There are some limitations to our sample. As this study used convenience sampling, there are limits on how representative our sample is compared to the whole population of clients at the non-profit. However, this sample is a very good representation of those in the Community Connections Program, as it samples from a wide spectrum of clients with various disabilities and abilities.

Analysis

After completing all 45 evaluations, the data were entered into a Google form matching the layout of the paper assessment. All of the data were entered using ID numbers to

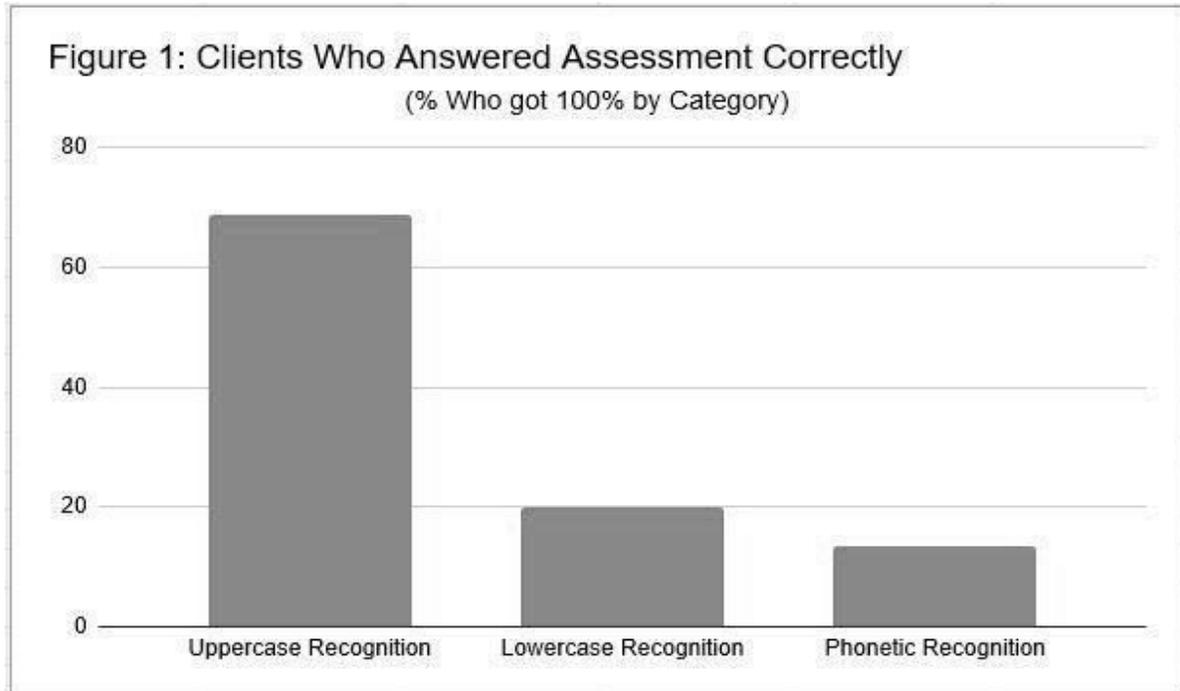
maintain the confidentiality of the individuals. Using Microsoft Excel, descriptive analyses were performed by taking the minimum, maximum, and the average score for each section. This was done to create four different groups used to organize clients by skill level. For each client's data, the average of their score for each section was calculated and then placed in one of four groups for each section. The bottom two groups were combined, as there were not enough clients in each to warrant having their own separate level.

Using these groups, we set up charts to help demonstrate the spectrum of ability among the sample. These charts are included in the findings section below. Finally, we used these charts and data analysis to base my recommendations for future action.

FINDINGS

Alphabet and Phonetic Recognition

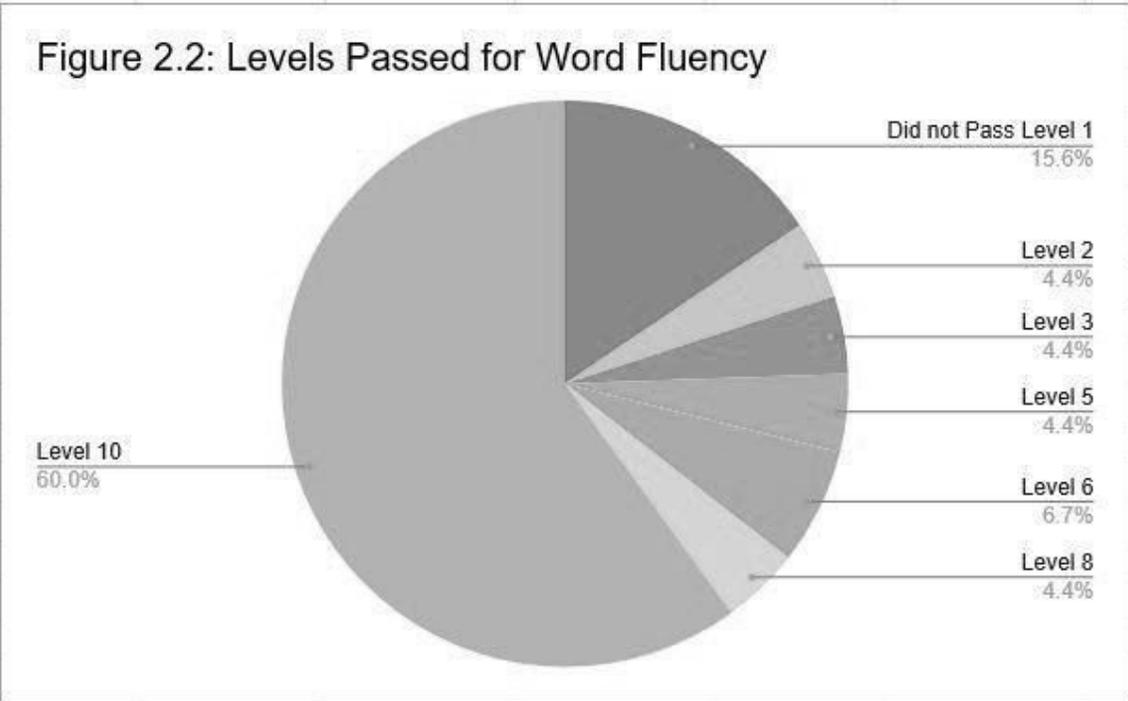
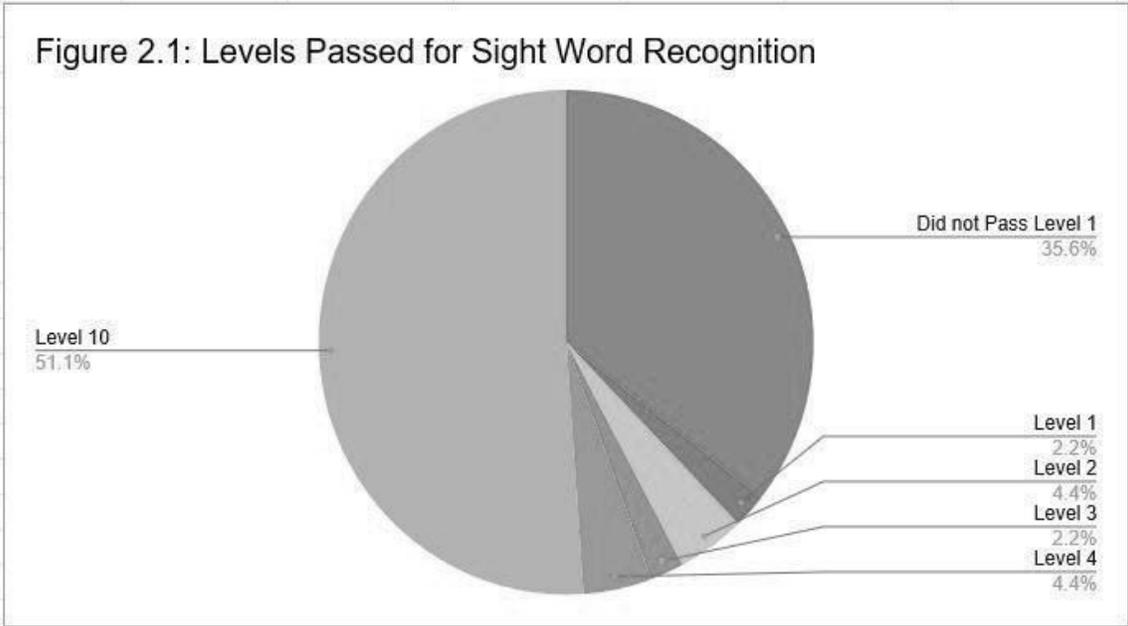
For this section, clients were tested on their ability to recognize letters both uppercase and lowercase on flashcards (see Appendix A, Part 1A). There were 26 cards, which clients were shown one at a time. Upon answering the question, the card was sorted into either the correct or incorrect pile. The client's score was written down upon completion of the card set. Approximately two-thirds (68.9%) of clients were familiar and confident in recognizing uppercase letters. Only one third (31.1%) either had difficulty or were not familiar with uppercase letters, as shown in Figure 1. In contrast, fewer clients were able to correctly identify all 26 lowercase letters (20%), with a majority (80%) of clients either missing a few letters, or completely not knowing any lowercase letters. Even fewer clients were able to correctly identify the letter to its phonetic sound (see Appendix A, Part 1B), with only 13.3% getting all 26 letters correct, and 86.7% unable to correctly identify the respective letter to the phonetic sound. These results are not surprising given that many of the clients have auditory comprehension difficulties which may have made this test particularly difficult. (See Figure 1).



Sight Word Recognition and Fluency

This section of the assessment is broken into two parts. The first tests the client's ability to recognize sight words, which are vocabulary words that educators use to determine a child's readiness for literacy. For this assessment there were ten levels that the clients could achieve. Each level consisted of 20 flashcards, of which the client had to answer 10 correctly to move on to the next difficulty level. If a client did not answer ten correctly, they were stopped at that level (see Appendix A, Part 2A) . The same process was repeated for the second part, testing the client's ability to match a picture to the proper label, testing their word fluency, except instead of 20 cards shown, only ten. Additionally, the client only had to answer five cards correctly to move onto the next level (see Appendix A, Part 2B).

About half (51.1%) of all clients tested reached level ten on the sight word recognition test, the highest level. The next largest population were clients who did not even pass level 1. A total of 35.6% were not able to pass level 1. This statistic makes sense as many of the clients are not literate, which would make this test very difficult for them. The remaining clients (13.2%), placed primarily in the lower levels (Levels 0-4). (See Figure 2.1). In comparison to the group that reached level ten on sight word recognition, slightly more clients (60%) achieved level 10 for the word fluency test. The number of clients who did not achieve level one decreased significantly with only 15.6% not passing the first level. The number of remaining clients (24.3%) grew slightly, but also reached a greater range of levels. (See Figure 2.2).



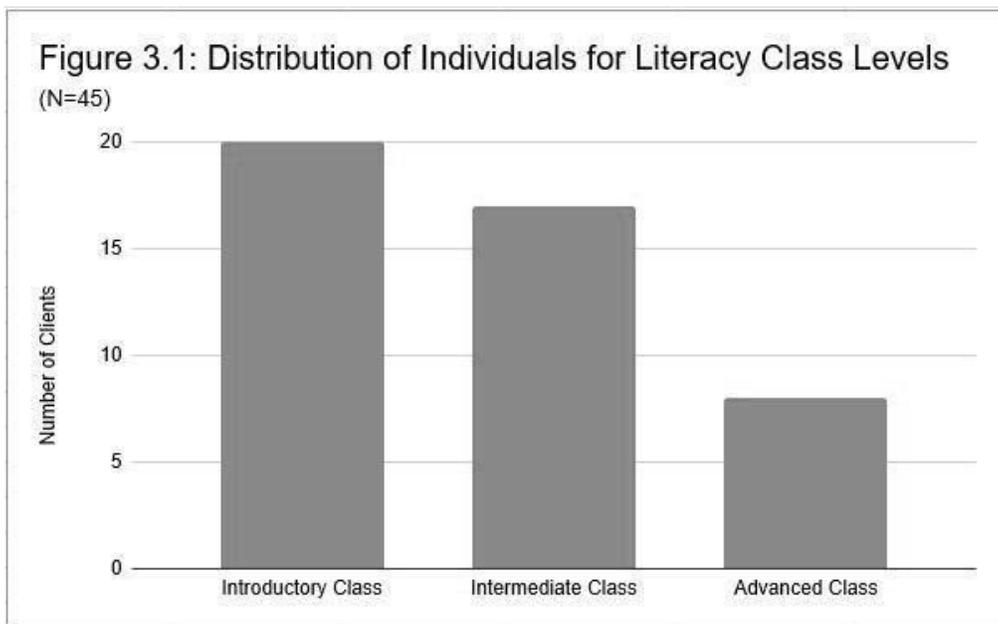
Literacy

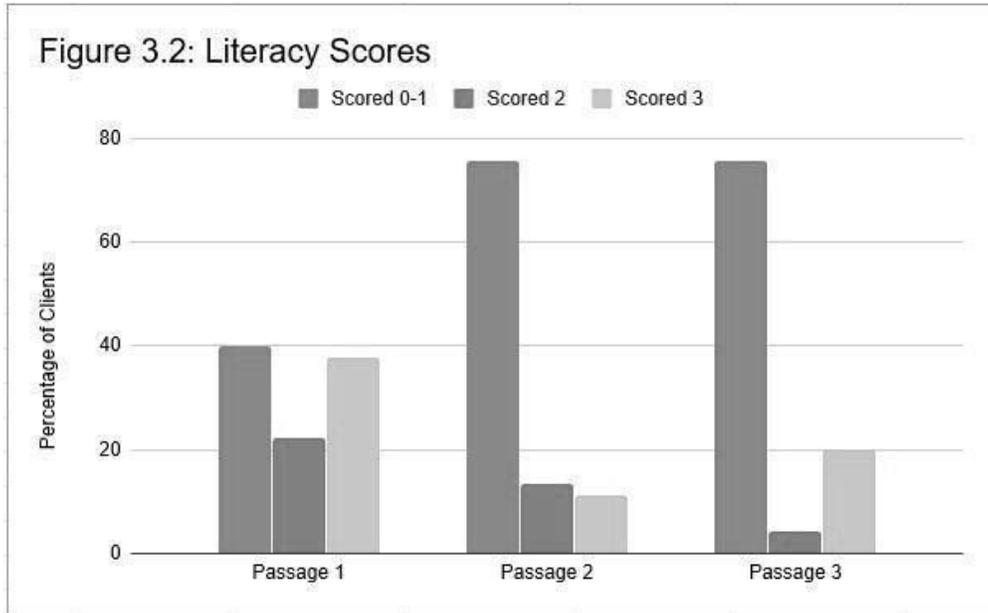
For the literacy assessment, there were three separate levels that clients were tested on. The first level all clients were tested on, which consisted of a simple passage. The clients were asked to read the passage aloud and were then asked three questions about the content of the passage (see Appendix A, Part 3A). All clients were additionally tested on the second passage, a slightly more complex excerpt, which was read to the client, and they were then asked three comprehension questions (see Appendix A, Part

3B). Only clients who demonstrated advanced comprehension skills moved on to the third passage. This passage was also read to the client, and they were again asked three comprehension questions (see Appendix A, Part 3C).

For passage 1, the spectrum of ability was relatively evenly distributed across all three levels, with 40% of clients scoring either a zero or one, 22.2% of clients scoring a 2, and 37.8% of clients scoring a three. This translated into three groups, clients who were illiterate, clients who had beginning literacy skills, and clients who demonstrated advanced literacy skills. (See Figure 3.1). Passage 2 is where the advanced readers were separated from the intermediate. An overwhelming majority (75.6%) of clients scored a zero or one on passage two. A small group scored either a two or a three (24.4%). This passage quickly differentiated clients who had minimal reading skills from those who had more experience and confidence. Finally, in the small group who advanced on to passage three (n= 11), 20.2% scored a three, with 4.4% scoring a two. The same eleven clients who received scores of two and three for passage two and three were the same. We would be interested in retesting these clients on different passages, since a higher percentage of clients scored a three on passage three than did passage two, which could indicate an inconsistency in the progression of passage difficulty.

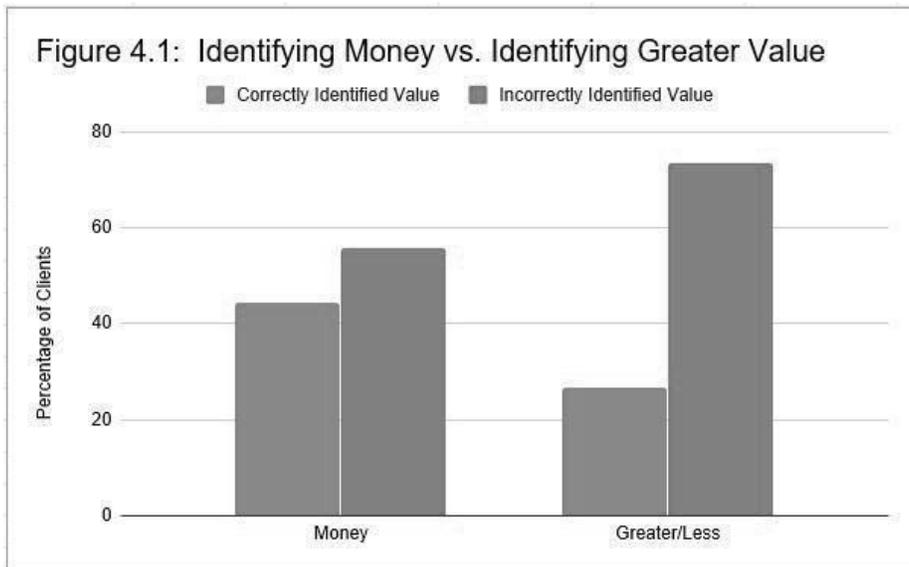
After examining the breakdown of scores amongst passages, we used the data from each of the passages to create a distribution of three separate literacy levels, meant to place clients into different classes if a class is to be designed using these data. The distributions for both introductory and intermediate classes are about equal, with the advanced class being the smallest population. (See Figure 3.2).





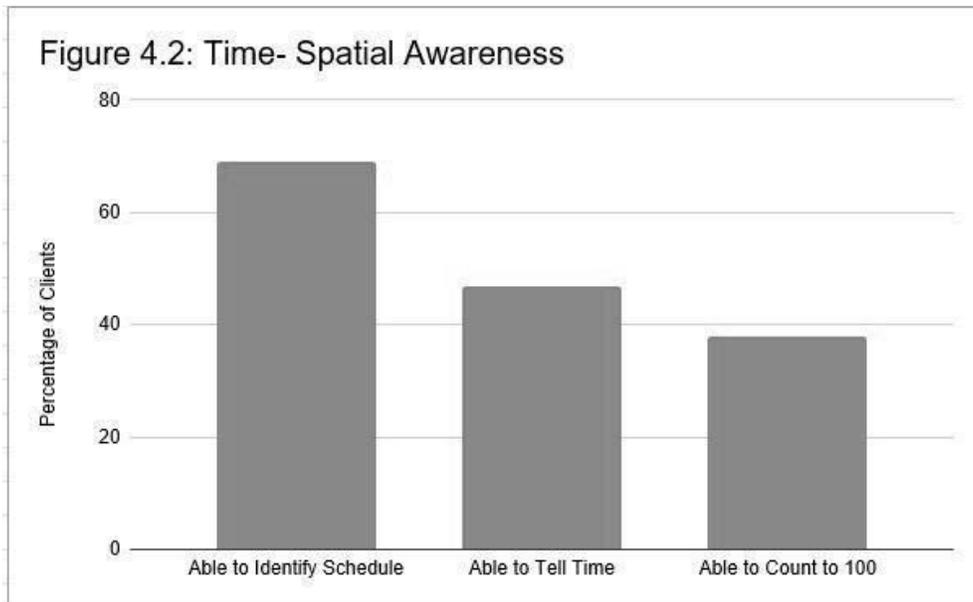
Math Skills for Independence

For this section, there were three separate assessment levels testing money skills, time-spatial awareness, and ability to count. For the first section, we asked clients to identify different values of money in the form of bills and coins (See Appendix A, Part 4A). The split was almost equal in that 44.4% of clients correctly identified all the values, with 55.6% either making a few mistakes or not knowing the difference between values. We then tested whether clients could tell which amount was greater between two different values of money, such as a dollar bill versus a twenty-dollar bill. The majority of clients had difficulty with this, with only 26.7% correctly identifying which value was greater (See Figure 4.1).



We then tested the clients time awareness by asking them several questions about their daily schedules such as, “what time do you wake up”, “What time do you need to take your medicine,” etc (see Appendix A, Part 4B). About two-thirds (68.9%) of clients easily answered these questions, while 31.1% of clients could not answer. Then, we tested the clients’ ability to tell time using both analog and digital clocks. Approximately 46.7% of clients were able to correctly tell time using both types of clocks, while 53.3% either could only use one, made mistakes using both, or could not tell time at all. (See Figure 4.2).

Finally, we asked clients to count to fifty, and if they did that successfully, to count to 100 (see Appendix A, Part 4C). All the clients who were able to count to fifty were also able to count to 100 (37.8%). Any clients who could not count to fifty stopped around the number twenty (62.2%). (See Figure 4.2).



While we cannot make any generalizations about the clients, it is clear that the general spectrum of ability across the sample is very broad. Using these data, we have made some suggestions for future practices in the following section.

PROGRAM RECOMMENDATIONS

Introduction to Literacy Programming

First, we recommend implementing an adult literacy program. Upon examining the data from the evaluations, the area where the greatest number of clients had difficulty was the literacy section. As literacy is an important skill for independence, it would be beneficial for the clients to improve this skill. There are many resources for teaching

individuals with disabilities literacy, such as the Learning Disabilities Association of America and the American Speech-Language-Hearing Association.

The Learning Disabilities Association of America is an organization founded to bring awareness, promote advocacy, and provide resources for educators and families of individuals with learning disabilities. The Learning Disabilities Association of America web page (Learning Disabilities Association of America 2014) specifically discusses that educators who plan to teach individuals with learning disabilities, which can be extended to all individuals with disabilities, should be trained in at least three different methods. It also specifies that one of the most effective methods of teaching literacy is the multisensory teaching approach, which is a comprehensive, multi-sensory program in reading, spelling, alphabet and dictionary skills. The website provides specific resources for further information on multisensory teaching approach along with about 20 other teaching methods.

The American Speech-Language-Hearing Association was created to advocate for the development of national guidelines in developing and implementing educational programs to meet the needs of children and adults with disabilities. The website attached below features resources for educators of individuals with disabilities in assessing literacy, literacy instruction, and reading and writing. This source may provide additional resources aimed at specifically individuals with more severe disabilities, in contrast to the resources provided by the Learning Disabilities Association of America (American Speech-Language-Hearing Association 2019).

The purpose behind these resources would be to teach Community Connections staff different teaching methods, and potentially purchase pre-made lesson plans, in order to run an in-house class. This way, the organization is not limited to how many clients would be able to take such a class.

Based on the data collected, the literacy program would have three levels including introductory, intermediate, and advanced. Each of these levels would work on developing different skills aimed at generally improving the clients familiarity and comfort with literacy. The introductory class could teach skills such as letter and site word recognition, as those are the building blocks of basic literacy. The intermediate class could teach skills such as basic sentence reading and sounding words out. The advanced class could work on reading and comprehension of short passages. Similarly to the assessment, the literacy program would have to be fully adaptable and have several iterations in order to be used to teach a wider net of abilities. This is one of the main difficulties in working with the varied population of Community Connections.

Potential Grants

Second, we recommend seeking grants as a source of funding for the introduction of a literacy program. Grants are potential sources of funding to help meet the primary goal suggested above. For example, the Murray Family Foundation funds organizations who

are dedicated to the care, training, and education of people with disabilities, as well as the training and education of those who will provide education. This foundation could be a potential source of funding for creating a literacy program at Community Connections as the education of clients works them towards independence. One note about the application process for this grant is that, "All applicants for a Murray Foundation Grant must be sponsored by a Murray Lineal Descendant 18 & Over. Descendants represent the Foundation on site visits, assist the applicant with the grant process and act as an advocate on behalf of the applicant." This appears to just be a step in the application process, but the organization should be aware of it before applying in case extra steps are to be required (Murray Foundation 2019).

The usage of grants would help fund the necessary teaching materials required for a literacy program such as books, work books, flashcards, and other teaching aids. It would also allow Community Connections to purchase or hire the necessary training materials in order to teach staff how to implement different teaching methods without using funds from the program's existing budget, which is already used to fund all existing activities and curriculum. With grant funding, the organization would be able to expand and improve the services and training they currently offer.

Future Evaluations

The third recommendation would be to expand the evaluations to all clients currently in the program, and additionally to new intake clients. The Community Connections program would benefit greatly from having this information for every client in order to understand their skills and abilities, and to use this information to work with the client to create achievable, meaningful goals. In addition, if they decide to implement new curriculum, it would be beneficial to retest clients, and continue to collect data to view both the client's and the whole program's growth over time.

Additional Curriculum

The organization is doing excellent work in preparing clients in terms of travel and vocational training, especially considering the change of programming over the short amount of time it has adapted. In general, based on the results of the evaluations, there could be more programming and curriculum to improve the basic "academic" skills of the clients, such as alphabet recognition and basic money skills in addition to the previously recommended literacy program. These skills were generally more developed than literacy skills, however, there is a wide gap in ability between many of the clients. In the future, we recommend incorporating more basic independence skills in the programming Community Connections produces.

CONCLUSION

The Community Connections program is making excellent first steps towards preparing their clients for independence and community integration. The results of the evaluations

show that clients have a wide spectrum of skills and abilities, as well as room for improvement. For each sub section of the evaluation, there were individuals who were deficient, proficient, and excellent in the skills tested.

Through this evaluation, we have determined that curriculum addressing the skills tested would be beneficial to the development and improvement of these tools for independence. Such a curriculum would include a literacy class, a basic finance class and an alphabet readiness class. In addition, through this evaluation we were able to gauge the skills of nearly everyone in the program. We recommend that the organization look into existing literacy programs designed for individuals with disabilities in order to implement this recommendation. In the future, it would be beneficial to evaluate every current and new client in the program in order to best understand what skills need improvement. Additionally, it would be beneficial to retest clients already evaluated to track their growth over time. The Community Connections program has made great progress in moving their clients towards community integration and independence, and we feel that these recommendations, if implemented, will help them improve and adapt their programming to add to their client's growth.

APPENDICES

Appendix A

Client Name:

Date:

Assessment Given by:

Community Connections Basic Cognitive Independence Skills Assessment

Part 1: Letter Recognition and Sound Assessment

A. Staff will show flashcard with letter name one at a time to client. Client must identify letter by name. Staff will record client's response to assessment as follows: If client identifies card correctly, staff will write "Correct" in designated box, if client identifies card incorrectly, staff should write down response given by client in designated box.

B. Staff will play phonetic letter sound using video, pausing between each letter. Client must identify letter by name. Staff will record client's response to assessment as follows: If client identifies card correctly, staff will write "Correct" in designated box, if client identifies card incorrectly, staff should write down response given by client in designated box.

	Uppercase Recognition	Lowercase Recognition	Phonetic Identification
A/a			
B/b			
C/c			
D/d			
E/e			
F/f			
G/g			
H/h			
I/i			
J/j			
K/k			
L/l			

M/m			
N/n			
O/o			
P/p			
Q/q			
R/r			
S/s			

T/t			
U/u			
V/v			
W/w			
X/x			
Y/y			
Z/z			
Total Correct	/26	/26	/26

Date Completed:

Comments:

Part 2: Word Recognition/Fluency

- A. Staff will show client flashcard one at a time with a word that they must identify correctly. Based on client's response staff will sort card into one of two piles, correct or incorrect. Do not tell client which pile is correct or incorrect. Clients will be shown 20 cards. Client must complete 10 words correctly to move onto the next Recognition level. Staff should try to keep reactions as neutral as possible to not affect assessment results.

Recognition Level	Correct	Incorrect	Total Correct/Incorrect
1st			/
2nd			/
3rd			/
4th			/
5th			/
6th			/
7th			/
8th			/
9th			/
10th			/

- A.
- B.

Date Completed:
Comments:

B. Staff will show client one set of three pictures. Staff will ask client to identify picture by name as demonstrated below. Client will be given five minutes to complete the task, staff will then record the results of how many pairs client matched correctly. Staff should remain neutral when scoring and recording assessment. Client must identify 10 pictures correctly to move onto next fluency level.

Can you tell me which picture shows _____?

Fluency Level	Correct	Incorrect	Total Correct/Incorrect
1st			/
2nd			/

3rd			/
4th			/
5th			/
6th			/
7th			/
8th			/
9th			/
10th			/

Date Completed:
Comments:

Part 3: Reading Comprehension

A. All clients will be tested with the same passage for this section (Bob’s Pets). Client will be asked to read a passage, either in their head or out loud. Client will then be asked three questions about the passage they just read. Staff will record client’s responses in the form below.

1. a) Who has a red ball? _____ (Answer: Dog)
- b) Who has a blue ball? _____ (Answer: Cat)
- c) Who has a green ball? _____ (Answer: Bird)

B. All clients will be assessed on the passage Mule Thoughts. Staff will read passage to client, while showing client passage to read along with. Staff will then ask client three questions and record answers below. If client demonstrates advanced comprehension one additional passage may be tested in attached section.

Passage 1: Mule Thoughts

- 1)Where did the Mule sit? _____ (Answer: Milking Stool)_
 - 2)What couldn't he find _____ (Answer: Ink)_
 - 3)What did he think about writing letters home? _____ (Answer: Too much of a bother).
- Only Proceed if client demonstrates advanced comprehension-----

Advanced Section

Passage 3: We Are Important

- 1)Why are Doctors important? _____ (Answer: Keep us Healthy)
- 2)What important thing does a teacher do? _____ (Answer: Help us learn)
- 3)Why are scientists important? Point to the Sentence that told you. _____
(Answer: Learn new things to help us)

Date Completed:
Comments:

Part 4: Math for Independence

A. Money Skills

Staff will show client a single piece of money and ask them to identify it. If client correctly identifies currency, staff will mark "correct", if client identifies incorrectly, staff will mark "incorrect".

Identify the following values	Correct	Incorrect
\$1		
1 Dime		
1 Penny		
\$20		
1 Nickel		
\$10		
\$5		
1 Quarter		

Staff will show client two different money values, and ask the client to identify which value is greater than the other. If client identifies correctly, mark "correct", if client identifies incorrectly mark "incorrect". Do not tell client what values you are placing in front of them.

Identify which value is greater	Correct	Incorrect
\$20 and \$1		
1 Quarter and 1 Nickel		
\$1 and 3 Quarters		
3 Quarters and 5 dimes		

Date Completed:
Comments:

B. Time Management

Staff will ask client to identify the following times. If client can identify a time in under 30 seconds, staff will mark box as "correct", if client is unable to identify time staff will mark box as "incorrect".

Task	Correct	Incorrect

What time do you wake up in the morning?		
What time is lunch at?		
What time do you need to take your medicine?		
What time do you go to sleep?		
Analog Clock set to 6:30		
Analog Clock set to 4:00		
Digital Clock Set to 3:49		
Digital Clock Set to 11:45		

Date Completed:

Comments:

C. Counting to 50/100

Clients will be given 5 minutes to count to 50, or highest number possible, correctly. Staff will record the highest correct number client counts to below.

Highest number correctly counted to _____

 If client reaches 50 easily, have them continue to 100 or highest number possible.

Highest number correctly counted to _____

Date Completed:

Comments:

 This marks the end of the assessment please double check that all sections have been completed as directions state. If you have any additional comments please write them in section below.

Comments:

Appendix B

Alphabet/Phonetic Recognition

Flashcards containing the uppercase letters:

A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P,Q,R,S,T,U,V,W,X,Y,Z

Flashcards containing the lowercase letters:

a,b,c,d,e,f,g,h,i,j,k,l,m,n,o,p,q,r,s,t,u,v,w,x,y,z

Video Used for phonetic test:

<https://www.youtube.com/watch?v=CyNC-TzigyY>

Sight Word Recognition/Fluency

Flashcards used for Sight word Recognition/Fluency test:

<https://sightwords.com/sight-words/flash-cards/>

Level 1: the, of, and, a, to, is, in, you, that, it, he, was, for, on, are, as, with, his, they, I

Level 2: over, new, sound, take, only, little, work, know, place, years, live, me, back, give, most, very, after, things, our, just

Level 3: high, every, near, add, food, between, own, below, country, plant, last, school, father, keep, tree, never, start, city, earth, eyes

Level 4: body, music, color, stand, sun, questions, fish, area, mark, dog, horse, birds, problem, complete, room, knew, since, ever, piece, told

Level 5: done, english, road, half, ten, fly, gave, box, finally, wait, correct, oh, quickly, person, became, shown, minutes, strong, verb, stars

Level 6: can't, matter, square, syllables, perhaps, bill, felt, suddenly, test, direction, center, farmers, ready, anything, divided, general, energy, subject, Europe, moon

Level 7: cross, speak, solve, appear, metal, son, either, ice, sleep, village, factors, result, jumped, snow, ride, care, floor, hill, pushed, baby

Level 8: row, least, catch, climbed, wrote, shouted, continued, itself, else, plains, gas, England, burning, design, joined, foot, law, ears, glass, you're

Level 9: supply, corner, electric, insects, crops, tone, hit, sand, doctor, provide, thus, won't, cook, bones, mall, board, modern, compound, mine, wasn't

Level 10: company, radio, we'll, action, capital, factories, settled, yellow, isn't, southern, truck, fair, printed, wouldn't, ahead, chance, born, level, triangle, molecules

Literacy

Passage 1

dog cat bird
fish blue green

Bob's Pets

Bob has a dog.

The dog has a red ball.

Bob has a cat.

The cat has a blue ball.

Bob has a bird.

The bird has a green ball!

Bob has a fish.

The fish has no ball.



Passage 2

Mule's Thoughts

Leroy F. Jackson

A silly little mule
Sat on a milking stool
And tried to write a letter to his father.
But he couldn't find the ink,
So he said: "I rather think
This writing letters home is too much bother."



Passage 3

We Are Important

Doctors are important. They keep us healthy.
Police officers are important. They keep us safe.
Firefighters are important. They help people.
Teachers are important. They help us learn.
Scientists are important. They learn new things to help us.
Bus drivers are important. They get us places safely.
Cashiers are important. They let us buy food and clothes.
Families are important. They take care of us.
We all are important!

Math Skills for Independence

For both the “identify this value” and “the greater or less than” assessment we used a play money set. For the schedule assessment we asked the questions verbally. For the analog clock we used a real analog clock but used the following images for the digital time telling assessment.



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